

important branches has been granted, while in fundamental studies more work than usual has been done.

Besides some other important changes in the course of study in the High School, it is brought to notice that the committee on instruction in the school has procured in the course of the year the benefit of the school, and without expending valuable hygienic lectures on important topics for several of our eminent physicians.

Branches of Study—Reading is taught in accordance with the most approved usage. Teachers find it much easier to secure satisfactory spelling in reading.

[illegible]

teachers have been directed to treat them as ordinary school work, and to give no prominence or marks upon them. If this course is pursued, the teachers will be able to give the best of their energies to a spur and a lash, they will soon be rewarded to their original and proper place, — that of good teaching, encouragement to faithful school work, and an aid in making promotions.

Recommendations—The following recommendations are respectfully made for consideration:

- 1.—The construction of a suitable school house to take the place of the old house No. 7, located on School street.
- 2.—The leasing of two additional rooms in

house.

6—The production of steam heating into Centre street house.

6—The introduction of manual training into the school to extend into other schools.

6—If it is ready to make an appropriation to build a new building.

7—to ask for a special appropriation to establish evening schools.

7—to ask with the town of Cumberland in establishing a suitable day school on Crofton Island.

Instruction in needle work is recommended, as well as instruction in the art of painting during winter months.

Trains and vagrants and their needs are one of the most important evils which our islands would afford them an opportunity to become acquainted with.

Teachers.—There are now 140 teachers engaged in the public schools of this city. These teachers are entitled to the kind estimation in which they are held by the community. Their position is a hard one; it is constant and fatiguing, and often involves great difficulties. They cannot always have the assistance of parents, and the heavy demands and expectations of parents is to be met. The school authorities are obliged to do what the school authorities can all reasonable efforts to be made.

The February number of the Bowdoin, called the Longfellow Memorial number, is of special interest. Wishing to press in some degree the love and honor which Bowdoin holds the memory of the most distinguished son, the editors of the Orient have given up the entire number to contributions from distinguished men, many have desired to pay a fitting tribute to the memory of the beloved poet. Many members of the class of '25—Longfellow's class have contributed articles, and besides these such distinguished men as Oliver Wendell Holmes, the poet Whitier, K. M.

Hawthorn, George William Curtis as they others sent letters paying high respect and honor to the memory of Bowdoin's famous graduate. These articles are well arranged—a few poems being interspersed and altogether this number of the Orient one of great interest, reflecting credit upon the judgment and enterprise of its editors. Below we give some extracts from letters to the alumni and others:

(Ex-Senator Bradbury, Class of '26.)

I knew Longfellow well. He was an admirable specimen of what a college student should be. In most respects he was prepared for the recreation room, always respectful authority, always a gentleman in his deportment, civil, courteous and agreeable.

(Ex-Senator, Class of '26.)

I was engaged in the practice of law, at a location in the town of Noydsgewick, con-

called me to visit Boston, Mass., and I had no objection. We sailed from New York on the steamboat, then plying between Hallowell, Me., and Boston, touching at Portland each return trip to the latter city, to deliver passengers for freight.

I had been passing on the steamer, leaving Boston for Maine. It was a delightful summer evening, and the sea air was refreshing, and I had taken a seat upon the deck, looking back over my shoulder to gaze myself with my Havana. I was still solitary and alone. Presently it became quite dark, when a gentleman (a stranger) came up to me, and said, "I am glad to see you, and seating himself, chatted very pleasantly with me, and made several most pleasant remarks, which at once impressed me that he was of genial, social turn of mind." After a few moments of conversation he rose, and said, "I must go now. My pardon me, my dear sir, I think that I must have met you before now and be known you, as your speech and voice are

He gave him my name, when he grasped my hand and with great warmth exclaimed: "How happy I am, my dear Sawtelle, to meet you here!" and adding, "My dear Henry Longfellow."

(President Harris, Class of '33.)

When I entered Bowdoin College in 1854 a boy fifteen years old, Henry W. Longfellow was one of the modern Languages. He was a tall, slender, good looking young man, who comes before me now in my mind as if wearing a jaunty cloth cap and a very dark snuff colored frock coat, and his ruddy cheeks and sprightly movements, were too like those of the good friend and teacher, the illustrious professor. He had recently returned from Europe, where he had been studying in preparation for this professorship, to which he had been elected soon after his graduation in 1825. He had entered into a warm friendship with great enthusiasm, and he awakened great enthusiasm in the students. He had secured a large place for his department in the curriculum.

But no one ever thought of taking a such liberties—rude treatment as school boys with Lonefeiler, nor did any such student as Lonesome ever get into the Baretels or John Goddard ever meddle with the school. I think John Goddard expressed the common sentiment of the school [attended by the boys] when he said, "I don't care for boys, but I don't care for the school either." Upon the subject of his habits, exclaimed: "Oh, let him alone. He don't belong to our breed of cats." He has no relish for rude sports, but loved to bathe in the creek or on the banks of Deerling's oaks, and tramp through the woods with a gun; but this was mostly through the influence of others. He loved much better to read and read. Small boys thought it a great affair to read a book, especially if the larger ones carry a gun, and I have often picked up and carried the dead birds that he and others used to shoot in the woods. I have seen him in a map or Edward Preble would book me in

Hardworne and Longfellow were friends in college and ever afterwards. Each did what he could for the other, in the profession that had chosen. Longfellow called attention to Hardworne's stories in the *New American*, and Hardworne gave Longfellow the subject for one of his most famous poems—"The Seaside." The little poem Longfellow wrote after Hardworne's death is not only one of the best of his poems, but also a masterpiece, but one of the tenderest tributes ever paid to a Hawthorne's genius and personality. The literary history of no other country can offer such evidence of sincere and hearty affection of two poets as these poems, each other; and happy is Bowdoin among *Alma Maters* in having nursed the beginning of such a friendship.

short articles about the gum chewing per-
sonalities of the dear girls he thinks are
great injury to the college. We oppose the
gentleman, and present the skating rink as
living argument for our side of the question.
There is no institution in the world that
receives so much abuse, none that has so much
fun thrown at it as the skating rink. And
yet there is no institution in the world
such a flourishing condition

